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ABSTRACT

These guidelines were developed to provide an overview of faculty development issues and concerns. The first section reviews the principles of faculty development, citing the California Postsecondary Education Commission's (CPEC) classification of faculty development activities into the categories of professional, instructional, curriculum, and organizational development. The next section discusses the role of the local academic senate in making recommendations to college administrators and district governing boards pertaining to academic and professional issues and as the steward of faculty development activities. Drawing from the Education Code and guidance from the Chancellor's Office of the California Community Colleges, the next section offers guidelines for faculty and staff development. Legislatively authorized uses of funds are listed, including improvement of teaching; maintenance of current academic and technical knowledge and skills; in-service training for vocational education and employment preparation programs; retraining to meet changing institutional needs; intersegmental exchange programs; development of innovations in instructional and administrative techniques; computer and technological proficiency programs; and programs supporting affirmative action and upward mobility goals. After defining these areas, the paper looks at the purposes of staff development as articulated by CPEC and at the proper balance of professional, instructional, curricular, and organizational development. The next section focuses on the legislative mandate that each campus develop a human resources development plan, arguing for a major role for the academic senate. The final section advocates the adoption of a flexible calendar plan for staff development. (WJT)

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Faculty Development Policy Guidelines

Paper Prepared by the Academic Senate for California
Community Colleges, Sacramento.

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THE ACADEMIC SENATE
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INTRODUCTION

California Community College reform has generated a flurry of faculty and staff development questions. The purpose of the Faculty Development Policy Guidelines is to provide a reference source for faculty development issues and concerns. This is not intended as a "how to" resource. Rather, it addresses significant faculty development policy issues and provides guidelines for senate leaders in the interest of maintaining academic and professional integrity.

PRINCIPLES OF FACULTY DEVELOPMENT

According to the California Postsecondary Education Commission, faculty development activities can be classified into four categories.

1. **Professional development** that promotes the expertise of faculty members within their primary discipline -- often accomplished through research grants, sabbatical leaves, attendance at professional conferences, and similar discipline-oriented activities.

2. **Instructional development** that improves faculty members' ability to teach more effectively -- including videotaping their classes, having other faculty observe their teaching and advise them about it, and attending conferences on teaching.

3. **Curriculum development** aimed at evaluating or revising the curriculum -- such as revising an institution's general education requirements and programs -- that goes well beyond the normal expectations that professors will periodically revise the courses they teach. These activities generally involve teams of faculty members who spend substantial amounts of time evaluating present programs or planning new sequences of courses.

4. **Organizational development** that involves faculty members in improving their institution and its environment for teaching and decision making, such as by evaluating the institution's efforts to retain its minority students, strengthening town-gown relationships, and preparing a self-study for accreditation or reaccreditation.[1]

A central purpose of faculty development programs is to extend professional knowledge and skills. According to CPEC:

> The goals of individual faculty members for participating in faculty development activities are virtually self-evident: better preparation in their discipline, greater facility in instructing and counseling students,

[1]California Postsecondary Commission, State Policy for Faculty Development in Higher Education, p.4.

> improvement of course content, and the like. But a number of faculty development objectives are appropriately institution wide -- for example, curriculum reform, improved methods of student assessment, and the promotion of critical thinking or writing across the curriculum -- and can benefit from an institution-wide strategy for their implementation rather than through individual activities.[2]

Further, such activities should be anchored in the primary mission of the college to provide quality instruction.[3]

A faculty development program, therefore, should reflect a commitment to a balance of professional, instructional, curricular, and organizational development. In addition, it should reflect a commitment to both individual and institution-wide developmental efforts. A mission or guidelines statement for faculty and staff development programs should explicitly address these parameters.

THE ROLE OF THE LOCAL ACADEMIC SENATE

The primary function of the academic senate, "as the representative of the faculty", is "to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters"[4]

The curriculum of the college is central to the operation of the institution, and is the principal concern of the faculty. The continued development and extension of the faculty's professional competencies, through faculty development, must play a significant and often decisive role in decisions regarding curriculum and academic policy. It is the faculty who implement academic plans, programs, and curricula. Policies and procedures used in building, maintaining, and renewing the faculty are vital determinants of the quality of the education the college provides to its students. It is therefore incumbent on the academic senate to exercise institutional leadership in matters of faculty development.

The academic senate and the administration of the college should specify their relationship to the faculty development program. The senate should address its stewardship of the faculty development program in its constitution.

A clear statement of the role of the faculty senate in faculty development should be articulated and entered into a governance charter, or another appropriate document.

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[2]California Postsecondary Education Commission, State Policy for Faculty Development in Higher Education, p.4.

[3]Board of Governors of the California Community Colleges, ACR 39 Legislative Report, March, 1989.

[4]Title 5 Subchapter 2.

We must ensure that the academic senate has a formalized and active role in shaping and monitoring the constitution and activities of any faculty development program. The manner of implementing this will vary with the organizational structure and operation of the various colleges or districts.

Faculty development (in their disciplines, as teachers, and as members of the college's organizational structure) is one aspect of a comprehensive development program for all staff constituencies in the college. In assessing your college's efforts overall, a profile of your school should be sketched by asking questions such as these: (1) How many committees do we have? (e.g., flex committee, AB1725 committee, classified staff development committee, senate committee for faculty development, administrative committees). (2) Which communities within the college does each committee serve? (3) Is there any overlapping of responsibilities? (4) Which, if any, funds are being disbursed? What are their sources and restrictions? (5) Is assigned time provided for some of these? (6) From which campus community should the various chairs/coordinators come? (7) What is the role of Human Resources or the Personnel office in personnel development? (8) Are the needs of special groups considered (e.g., disabled staff, adjunct faculty [part-time faculty], special service areas such as school nurse and librarian, etc.)?

The precise role of the academic senate in the college's development of personnel will vary with the answers to these questions. However, in one way or another, the senate should have an active role in the constitution and monitoring of at least the programs that directly affect faculty.[5]

[5]Appropriate methods include making the faculty development committee a committee of the senate by specifying it as such in the senate constitution, naming senate representatives to college-wide committees, making senate appointments or recommendations for coordinating positions with adequate assigned time, and requiring reports from committees to the senate. One approach to exercising a senate leadership role is to have an officer of the senate serve as Chair of the faculty development committee. One college has their academic senate vice-president chair their Professional Development Institute. The Professional Development Institute (PDI) is made up of five subcommittees: Alternative Methods, Conferences and Workshops, In-service Training, Professional Improvement Credit, and Sabbatical Leaves. The Chairs of each of these subcommittees also serve on the PDI Committee which is chaired by the academic senate vice-president. The PDI Committee has overall responsibility for approving all faculty development activities and advising the college administration and the academic senate on professional development.

GUIDELINES

Notwithstanding the varied strands of faculty development activities that can take place at our local colleges, a key focus of activity and concomitant set of concerns is the implementation of the AB 1725 created Community College Faculty and Staff Development Fund. An examination of the Education Code and recent Chancellor's Office guidelines can be useful to faculty leaders in their efforts to establish local faculty development policy and procedures.

Faculty and Staff Development

Section 87153 of the Education Code authorizes the use of funds for the following faculty and staff development purposes:

1. Improvement of teaching.
2. Maintenance of current academic and technical knowledge and skills.
3. In-service training for vocational educational and employment preparation programs.
4. Retraining to meet changing institutional needs.
5. Intersegmental exchange programs.
6. Development of innovations in instructional and administrative techniques and program effectiveness.
7. Computer and technological proficiency programs.
8. Courses and training implementing affirmative action and upward mobility programs.
9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including but not necessarily limited to, programs designed to develop self-esteem.

The Chancellor's Office has provided "definitions" for the nine authorized uses of the Fund:

> Improvement of teaching is activities designed to change instructional processes so that increased student learning is effected... Maintenance of current academic and technical knowledge and skills are activities that assist instructors in sustaining knowledge pertinent to their teaching specialties... In-Service training for vocational educational and employment

> preparation programs is activities to facilitate curricular and instructional revisions in occupational education... Retraining to meet changing institutional needs is activities that promote staff awareness of evolving clientele preferences and program possibilities... Intersegmental exchange programs are activities that link staff members with their counterparts in secondary schools and universities... Development of innovations in instructional and administrative techniques and program effectiveness is activities designed to stimulate staff in assessing outcomes of courses and programs... Computer and technological proficiency programs are activities to build staff usage of computers and other technologies... Courses and training implementing affirmative action and upward mobility programs. Advancing faculty and staff affirmative action in community colleges is addressed in this authorized use. These are activities that assist women and minority group staff members in changing their occupational status within the institution. This also addresses the needs of the changing student populations, especially under-represented and under prepared students... Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem are activities designed to assist staff members in gaining awareness of their own professional possibilities and potential.[6]

The purposes of faculty and staff development (as articulated by the California Postsecondary Commission, i.e., professional development, instructional development, curriculum development [where such activities "go well beyond" normal course or program revision], and organizational development) are evident in the Chancellor's Office definitions above. The Education Code is clearly interested in a balanced attempt by local colleges to address the variety of faculty and staff development needs.

Therefore, local interest in a proper balance of professional, instructional, curricular, and organizational development is well grounded in a state interest in the same. Local faculty leadership should address the four elements of faculty development as they seek to provide policy direction and guidelines for their faculty and staff development committee and its activities. The Chancellor's Office "Guidelines for 1988-89 Faculty/Staff Development Expenditure Report" can be a useful tool to elaborate specific kinds of activities. But local senates should take a proactive stance toward defining the direction for professional, instructional, curricular, and organizational development.

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[6]California Community College Chancellor's Office, Expenditure Report Guidelines, 1988-1989.

Advisory Committee/Human Resources Development Plan

Section 8751 of the Education Code requires the following:

> A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet these needs... A campus human development resources plan has been completed for the current and subsequent fiscal years... A report of the actual expenditures for the faculty and staff expenditures for faculty and staff development for the preceding year.

Local faculty leaders should address the issue of the structure and composition of the faculty and staff development committee. The relationship of the senate to its faculty and staff development committee was examined in the previous section. However, it is important to emphasize that this is a key concern. A higher education model emphasizes the primary role of the faculty in matters of curricular decision-making. It has also been generally acknowledged that a faculty's professional competencies are a parallel concern. For example, the CSU statement on collegiality reads in part:

> The faculty's professional competencies (derived from academic training, pedagogic experience, and continuing professional development) must play a significant and often decisive role in decisions regarding curriculum and academic policy. It is also the faculty who implement academic plans, programs, and curricula. Policies and procedures used in building, maintaining, and renewing the (university) faculty are vital determinants of the quality of the education the (university) provides to its students and to society.

It is, therefore, incumbent on the faculty, by virtue of their primary role in academic and professional matters, to take a formative role, through their senate, in the construction and composition of the faculty and staff development committee.

Further, it is important that the overall institutional human development resource plan be scrutinized by the local senate, particularly with respect to the balance of development activities discussed earlier and the impact of specific faculty and staff development activities on the academic and professional climate of the college. At the very least, the human resource development plan should require the signature of the President of the Senate.

Flexible Calendar

Although the Education Code requires that ten-month instructional staff serve a minimum of 175 days, it also allows districts to designate from one to fifteen of those days for the development of staff and the vitalization of institutions. Well over half of the colleges have opted for this plan. Each district develops its flex plan locally, and submits it to the Chancellor's Office for approval. Although many districts designate specific dates on which the activities take place, other districts allow individual faculty members to identify any noninstructional day in the fiscal year for those activities. The latter approach works well for districts that encourage self-designed programs of individual or group work, rather than focusing exclusively on district-sponsored workshops and other centrally organized activities.

The "flex time" is justified as an enhancement of instruction, and activities that involve students are encouraged. Flex days are from four to seven hours long. This is determined locally, but must equal the number of hours considered typical for classroom instruction, plus the number of hours considered typical for classroom preparation. No funding is lost, since ADA is determined on the basis of the original semester length (prior to the shift to flex), provided that the district is replacing classroom hours with approved flextime activities.

Administrators and classified staff may be included in a flex plan, but funding comes only from activities that replace classroom time. Adjunct faculty may be included, but the district is funded for this only if the class time has been lost for that course by a shift to flex. (Most courses that are less than semester-length will not qualify.)

A needs assessment is required prior to an application for flexible calendar, and an annual assessment of the program's effectiveness is also required.

Flex activities may include work within the academic disciplines, teaching effectiveness and classroom research, instructor advisement, institutional planning, curricular and interdepartmental projects, community outreach, computer skills development, affirmative action programs, and other activities.

Individual contracts may be signed by those who propose projects or workshop schedules for themselves. These may then be approved by a committee that represents the contracting parties' instructional divisions.

Since faculty development is the focus of the flexible calendar, the coordinator of flex activities should be a faculty member (with an appropriate amount of reassigned time). To insure that faculty needs are met and professional standards are maintained, the academic senate should have a major role in identifying the coordinator and in monitoring the flex program.

There are many different configurations for local academic calendars that will conform to the concept of flexible calendar. For example, the number of flexible days varies from district to district. Some calendars involve an early start for the Fall semester; others do not. Given the range of options, local districts have a great deal of latitude in the development of a flex calendar.

Please note: Staff Development funds provided through AB 1725 are for the development of all certificated and classified staff. The campus-wide committee required for the needs assessment and funds distribution must include administration, faculty and classified staff. The chair of this committee need not be a faculty member, although it's a good idea for a faculty member to chair or co-chair this committee. Still, faculty development programs (and flex has this primary focus) should be coordinated by a faculty member on assigned time. Similarly, development programs supported by AB1725 funds may include activities that are less directly related to instructional goals than programs made possible by the flexible calendar option.

1990 SPRING SESSION
ATTACHMENT D

THE INSTITUTE FOR INSTRUCTIONAL IMPROVEMENT AND INNOVATION:
A Professional Development and Flexible Calendar Resource for Community College Faculty and Staff

PROPOSAL ABSTRACT SHEET

Please briefly describe the proposed project. The abstract should provide an overview of the major components of the proposal narrative.

The continuation of this Institute and the addition of new Flex Calendar goals will be a major FII Project designed to have an immediate positive impact on the quality of instruction in our CCCs. The past year has demonstrated that the colleges have welcomed substantial guidance on how to invest their faculty and staff development funds effectively. Previous FII projects led by Director Mike McHargue have filled part of this statewide need; this expanded Institute will address the need directly while also supporting a wide range of Board of Governors and FII priorities that will directly serve CCC faculty and staff as well as the staff development officers and committees that support them. The projects will include newsletters, phone consultations, workshops, conference presentations and an Instructional Development Resource Bank. Continuing formative evaluation will provide guidance on additional services we should offer. We will also gather professional development and instructional information through professional meetings and materials and then disseminate it in formats that will facilitate implementation. We will also continue to link the Institute to other professional development units to increase its (and their) effectiveness. Our evaluation plan will provide feedback on how to better serve instructional needs and how the Chancellor's Office can better structure its faculty and staff development resources in the future. Since the project expects to continue having a major, immediate, and positive impact on instruction, the evaluation will also focus on the *implementation* of instructional innovations—the ultimate goal of the project. This year's *new emphases* will be on providing more professional development services for administrative and classified staff, adding several Flex Calendar goals requested by college coordinators, and emphasizing program evaluation. We will also plan to broaden our services and seek long-term support for the programs of the Institute.

We request $73,100 in FII funds to support a full-time Director and a half-time Secretary for twelve months, and to provide the clerical, instructional and travel resources they need to function effectively. This will be a *major* investment of FII funds (comparable to its $69,000 2-grant investment in 1989-90), but this project is precisely in line with the Fund's statewide goals. Foothill College and the faculty development organizations already linked to the Director will provide substantial additional resources—up to 80% more than we are requesting from the Fund.

The Institute for Instructional Improvement and Innovation will continue to have a major and immediate impact on the quality of instruction in our colleges. We had a very productive first year and this year's goals were actually "written by" our college clients. The Institute will focus on the gathering, disseminating and implementation of good teaching techniques and other professional development activities. Its results will be more powerful, more universal, and more immediate than the usual FII project because it is a very ambitious *statewide* project that will muster important outside resources that augment the FII investment.

SURVEYING THE SURVEYS

As you know, the FII has awarded two grants to study and support statewide faculty and staff development issues. One supports the development of Ol' Four Eyes (the Institute 4 Instructional Improvement & Innovation), the SPOD resource that brings you this NewsLater, and the other studies the Flexible Calendar system for delivering staff development. Both grants promised to conduct surveys to guide this work and to provide data for further decisions. The results are (almost all) in and it is time to report:

Ol' Four Eyes: The survey, conducted in November, listed the goals of the grant and asked respondents to indicate how important each goal was to them. The results provide remarkable support for the statewide role played by Ol' Four Eyes. Below we have listed the Goal Category and the % of respondents who voted "Very Important" and "Important" for each one.

The survey also asked two open-ended questions which asked for 1) amplification of the goal responses and 2) other services which Ol' Four Eyes should provide. We averaged almost one response per survey on these questions—a remarkable rate for essay/"short answer" responses. They have been very helpful in guiding our analysis of the numbers and in deciding how to invest our time and energy. Thanks to all of you who responded!

Below are listed the twelve goals of Ol' Four Eyes and the percentage of respondents who indicated that it was either "Very Important" or "Important":

This Survey	82%
The NewsLater	91%
Focus on Instructional Improvement	97%
Supplement Chancellor's Office Info	66%
Faculty Development Workshops	88%
Faculty Development Info Dissemination	100%
Phone Consultation Service	68%
Dissemination of SD Info	100%
Development of a SD Resource Bank	100%
Detail SD Program Info	94%
Development of Intersegmental SD Contacts	76%
Assist Implementation of local SD Funding	100%

As you can see, even the lowest-rated goals received strong support and our experience is that they, too, are used heavily. For instance, the phone consultation is used extensively. We *receive* 5-6 calls each day for information and virtually every one of the 5-6 campus calls we *initiate* every day also results in additional questions that can be answered—or referred to folks who know the answers. Our supplementing of Chancellor's Office Information (sometimes reworded, sometimes different tone, sometimes just a reiteration) has been well received—and I think the relatively low perceived need there is a complement to the Chancellor's Office Staff's (See "Centerfolds") increasing ability to get info out promptly and clearly. And I'm betting the need for the Intersegmental connections will increase as the possibilities therein emerge.

Flex Calendar Evaluation. This one is still in progress—we *have* to get responses from 100% of our colleges and we currently have 8 more to go. Nevertheless, we are already beginning to analyze the data; here are some of the early returns:

They strongly endorse:

a) Increased funding for both Faculty and Staff Development and Flex activities. (We *were* "surveying the choir" after all!)
b) The activities and goals of the Institute 4 Instructional Improvement & Innovation.
c) The idea of a staff development consultant—a "field rep"/SPOD practitioner who could assist campus flex coordinators. Several suggested that this might be tied into Ol' Four Eyes goals. They also said that the SD consultant would be particularly helpful to colleges (and/or coordinators) who are just starting.
d) More staff and assistance at the state level. Many seemed surprised that the current operation is being done by two 20%-ers.
e) Closer ties between Faculty & Staff Development and Flex activities—on the relatively few campuses where they are currently separated. Close to 80% of the Flex Coordinators perform that work as part of their more comprehensive duties as Staff Development Coordinators.

They requested more help on:

a) Establishing a "speakers /presenters/facilitator's bureau"
b) Establishing a resource bank of model programs/good ideas (we are already starting both of these through both the Flex Calendar and Ol' Four Eyes projects)
c) Evaluation! This is the toughest issue for them and it involves two kinds: the evaluation needed to assure the state that they are complying with appropriate guidelines and the evaluation needed to assure that their programs are *useful*—that they change faculty behavior and even affect students. This plan is consistent with the requests for programs made at our workshops. It will be a major focus of next year's FII follow-up grant proposal.
d) Identifying model administrators and model board members. They have a pretty good handle on faculty and staff development coordinators who can help. They'd like to know administrators and board members who are articulate Flex *advocates* who might help convince their local peers. (This came mainly from colleges *without* flex, who felt stymied by "folks at the top" who weren't "convinced".

If they had more Flex/SD resources they typically would use them more for "bigger ticket" items:

Local Great Teaching Seminars, Instructional Skills Workshops, Teaching Resource Centers, increased reassigned time for the Coordinator, etc. Some of these are very tough to pull off—especially for smaller colleges with smaller dollar allocations.

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